DOCUMENT RESUME

ED 075 580 VT 019 754

AUTHOR	Kay, Evelyn R.; And Others
TITLE	Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968.
INSTITUTION	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
REPORT NO	DHEW-OE-73-11700
PUB DATE	73
NOTE	41p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.8:D63, $.75)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Classification; Definitions; *Disadvantaged Groups; Federal Laws; Grouping Procedures; *Guidelines; *Handicapped; *Identification; State Programs; Vocational Education
IDENTIFIERS	*Vocational Education Amendments of 1968

ABSTRACT

The Vocational Education Amendments of 1968 require the expenditure of 25 percent of the basic grant to States to provide the disadvantaged and the handicapped with vocational education programs. This publication discusses the specific requirements of the federal law and describes classification systems for identifying the disadvantaged and handicapped. The prime purpose of these guidelines is to serve as a basis for establishing compatibility among the States in planning, implementing, and evaluating programs and services for persons with special needs. (Author/MF)

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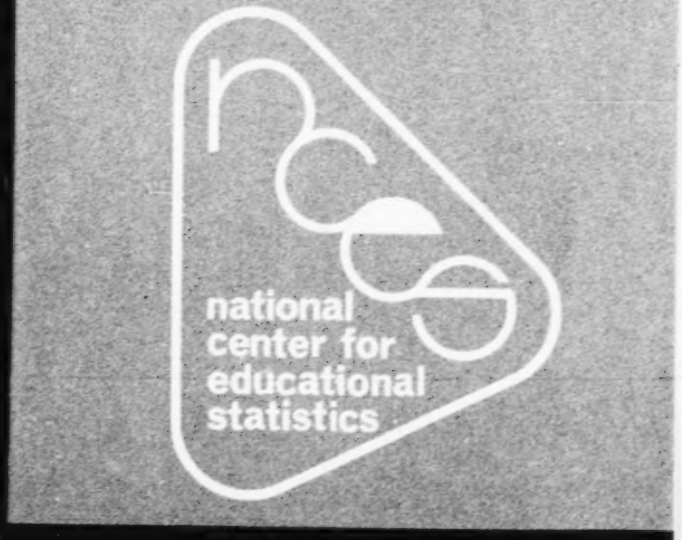
VOCATIONAL EDUCATION

Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968



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DHEW Publication No. (OE) 73-11700

Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968

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U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1973

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Price 75 cents domestic postpaid or 50 cents GPO Bookstore

FOREWORD

In recent years, increased attention and concern have focused on providing the disadvantaged and the handicapped with vocational education programs to prepare them for meaningful careers. The Vocational Education Amendments of 1968 specifically require the expenditure of 25 percent of the basic grant to States for this purpose.

This publication discusses the specific requirements of the Vocational Education Amendments of 1968 and describes classification systems for identifying the disadvantaged and the handicapped. It is a revision of the pamphlet *Suggested Utilization of Resources and Guidance for Expenditures* (SURGE) which was distributed in 1970. The prime purpose of these guidelines is to serve as a basis for establishing compatibility among the States in planning, implementing, and evaluating programs and services for persons who have special needs and in reporting enrollments and other pertinent information.

The identification and recruitment of disadvantaged and handicapped youth and adults, as well as the provision of services to these groups, merit the efforts and support of all educational personnel in all parts of each State. It is hoped that the information in this guide will be of assistance to teachers and other educational staff in determining who are the disadvantaged and the handicapped and what measures can be taken under the Vocational Education Amendments of 1968 to enhance their chances of success in pursuing a career.

The classification systems for the disadvantaged and the handicapped were developed by Systems Sciences Incorporated under contract with the National Center for Educational Statistics. Evelyn R. Kay was the project officer. Technical assistance and guidance were provided throughout the development of the classification systems by Harold Duis of the Bureau of Adult, Vocational, and Technical Education; Allan R. Lichtenberger and John Putnam of the National Center for Educational Statistics; Lois Elliott and George Klinkhamer of the Bureau of Education for the Handicapped; and Morris B. Ullman, formerly of the Center. Many suggestions received from State supervisors of programs for the disadvantaged and handicapped during the preparation of these guidelines have been incorporated.

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INTRODUCTION

One of the objectives of the Vocational Education Amendments of 1968 is to assist States to provide meaningful vocational education to individuals whose handicaps would prevent them from succeeding in a regular vocational education program. To this end, this law requires at least 10 percent of the basic State grants be set aside for the physically, mentally, or emotionally handicapped and 15 percent for the academically and socioeconomically disadvantaged.

Commingled with the individual and national economic considerations that underlie the act are the Federal Government's social objectives, including an end to the cycle of poverty and the maintenance of human dignity through productive employment.

The Vocational Education Amendments of 1968 present an unlimited challenge for States and their school districts to provide special programs and services to ensure vocational education success for the disadvantaged and the handicapped. If practical plans to meet this challenge are to be developed, certain minimum information is essential. For example, data on numbers of persons served, classified by type of disadvantage or handicap, are needed to permit evaluation and analysis of expenditure of funds in relation to effectiveness of programs. Such information is also needed to assist in future planning for vocational education funds granted to the States.

To date, the States have been responsive to requests of the U.S. Office of Education for data. The annual reports are generally consistent with the guidance provided by the 1970 issue of *SURGE*.1/ *SURGE* was primarily aimed at providing methods of implementing programs and services rather than providing a means to identify and classify the disadvantaged and the handicapped. The States were to develop their own identification and classification systems. As a result, data on the disadvantaged and the handicapped are not readily comparable among the States. These guidelines are intended, therefore, to aid the development of identification and classification systems for use by the States. Such a system will ensure comparability in planning, implementing, and evaluating programs and services.

1/ *Suggested Utilization of Resources and Guide for Expenditures*, Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, February 1970.

Definitions Provided by Statute

The Vocational Education Amendments of 1968[2/] provided the following definitions of the disadvantaged and handicapped:

> [The term "disadvantaged" means]...persons (other than handicapped persons defined in section 108(6)) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program .... [Sec. 122(a)(4)(A)]
>
> The term "handicapped," when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services. [Sec. 108(6)]

In 1970, more inclusive definitions appeared in the *Federal Register*:[3/]

> (i) "Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in paragraph (o) of this section) unless such persons also suffer from the handicaps described in this paragraph.
>
> (o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

2/ Public Law 90-576.

3/ *Federal Register*, vol. 35, No. 91, p. II. Saturday, May 9, 1970, Sec. 102.3--Definitions, p. 7335.

Attributes of a Regular Vocational Education Program

The wording of the Vocational Education Amendments of 1968 has made it necessary for the U.S. Office of Education to establish a working statement for the term regular vocational education program. One or more of the following attributes may apply to the requirements of a State in identifying a regular vocational education program:

* *A regular vocational education program is one that meets established standards within the rules and regulations of the State Board of Education and other certifying or licensing agencies.*

* *A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program usually depends upon the ability of the student to reach the program objectives within the specific period of time allotted.*

* *A regular vocational education program usually has requirements, such as a specific grade level of reading ability and of computational knowledge and skills, and the physical ability to use standard facilities and equipment.*

SPECIFIC REQUIREMENTS OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

The Vocational Education Amendments of 1968 are restrictive in specifying eligibility for the disadvantaged or handicapped to avoid dissipation or commingling of earmarked funds in regular vocational education programs. However, once a person is identified as needing special help to succeed, the form or type of vocational education actions authorized to overcome the disadvantage or handicap is essentially unrestricted. Requirements of the statute specify (1) that the inability to succeed in a regular vocational program be the basis for identifying the disadvantaged and handicapped; (2) that individuals, not groups, be so identified; and (3) that the inability to succeed be the result of a handicapping condition rather than the cause of this condition. These requirements are discussed more fully in the following sections.

Inability To Succeed in Regular Program

The basic criterion for receiving special services or a program modification is the inability to succeed in a regular program without special assistance. Congress intended that special assistance be provided to those persons who have disadvantages or handicaps which prevent them from succeeding in a regular program designed for the "normal" or "average" person. Under this criterion, a person would not be identified as disadvantaged because of poverty, neglect, delinquency, race, or any other general situation. Similarly, a person would not be identified as handicapped unless his physical or mental handicap prevents him from succeeding in a regular program designed for persons without such handicaps. If a person is succeeding or can be expected to succeed in a vocational program without special assistance, he should not be identified as disadvantaged or handicapped.

In summary, the identification of an individual as disadvantaged or handicapped is to be based on two conditions:

(1) *The person is not succeeding or cannot be expected to succeed in a regular program.*

(2) *The person's disability is a contributing factor to his lack of success.*

Measurement of success or probability of success is not simple. The legislation and the regulations of the Vocational Education Amendments of 1968 provide that the success criteria be determined by the States to allow maximum flexibility in determining who should qualify for these programs. This recognizes that measurement of "success" or "inability to succeed" varies among States, among programs and courses within States, and among levels of instruction.

Some of the more commonly used criteria for measuring inability to succeed include the individual's being overage for the grade in which he is placed, making less academic progress, and scoring less well on standard tests than is expected for his age group. Many States have classified anyone who has dropped out of school before completing an educational program as disadvantaged. This classification assumes that a dropout lacks adequate educational background to perform successfully in the vocational education program.

All these criteria--age in grade, test scores, academic performance, etc.--are acceptable indicators of ability or inability to succeed. The intent of the statute is to provide ready access to vocational training or retraining for "persons of all ages in all communities." Each student should be given support and assistance to develop his abilities to the fullest.

Individuals, Not Groups

The statute is specifically directed to individuals. The statute is not directed to any person or group outside the vocational education inability-to-succeed context, no matter how apparent are the group's common characteristics.

Similarly, residence in a target area, such as a ghetto or an economically depressed area, is not sufficient grounds for classifying a person as disadvantaged for purposes of the statute. Residence in a target area may be, and very likely is, at least a contributing cause to the person's being disadvantaged. However, the "scatter-gun" approach of classifying persons as disadvantaged primarily by their accident of residence in a low-income target area is inconsistent with the precise purpose of providing a meaningful vocational education to all disadvantaged individuals.

Target areas may be identified only for administrative purposes because the most efficient expenditure of money for the disadvantaged and handicapped is more likely to occur in such areas. These areas usually contain a high number of disadvantaged and handicapped persons and, from cost-benefit perspectives, programs may be formulated to benefit more people at lower per capita cost than in nontarget areas. However, the statute is not concerned with demographic concentrations and ease of administration. On the contrary, the statute makes special provisions that individual cases within these areas should receive special help, both administratively and professionally, to ensure successful completion of a vocational education program.

Cause and Effect

The definition of the disadvantaged in the *Federal Register* states that the term includes persons whose needs for specially designed educational programs and services result from poverty, neglect, delinquency, etc. The phrase "result from" may be paraphrased as "are caused by."

Many persons successfully complete vocational education programs even though they are poor, neglected, linguistically isolated, or are members of a minority group. Many are motivated to success in education because of their poverty and as a means of escaping from poverty. To identify the cause of a disadvantagement may place an unnecessary, unusual, and perhaps impossible burden on the teachers who must make the identification. This is particularly true for such causes of disadvantagement as poverty, neglect, and cultural isolation when a student is succeeding in vocational education despite such impediments.

Therefore, under the specifications of the statute, special programs and other forms of assistance to the disadvantaged may not be formulated on the sole basis that a person is black, Spanish, poor, a migrant, or for any other cause. Rather, services and remedial action must be designed or modified to overcome specific effects, such as academic deficiencies or motivational problems, as identified by the teacher or the counselor. For example, special tutorial help may be required to overcome a handicap to successful vocational education created by the fact that a student is not competent in English (the effect recognized by a teacher) because it is not the language spoken in the home (the cause). Vocational education funds are available for English language assistance to the student to remedy the effect, but the same funds would not be available to remedy the cause; that is, to provide supplementary English language instruction to all members in the home unless they were all enrolled in vocational education programs and needed the special assistance to complete the programs successfully.

It is recognized that treatment of specific effects frequently requires knowledge of their causes. Where appropriate, causes may therefore be identified, but only to the degree that such knowledge helps the individual. The specific objective of the provisions under the statute is to ensure vocational education success to all; other statutes and other funds are concerned with broader social obligations.

In summary, identification of the disadvantaged and handicapped must confirm that individuals so identified are not succeeding or cannot be expected to succeed in a vocational education program without assistance. Knowledge of the reasons or causes for the situation are relevant only to assist the person in overcoming the effect. Remedial actions or programs should be designed to treat the effects caused by a disadvantagement.

IMPLEMENTING SERVICES AND PROGRAMS

The general principle for funding services and programs for the disadvantaged and handicapped is that "persons of all ages in all communities" should have ready access to vocational training or retraining. Support and assistance should be provided as necessary to develop abilities of students and to enable them to achieve success in the vocational education program of their choice.

Whenever possible, persons identified as disadvantaged or handicapped should be integrated into the regular vocational education programs. Ancillary or supportive services needed to help a person succeed in these programs may be provided by Federal vocational education funds or by other cooperating agencies or organizations. Separate or modified vocational education programs for the disadvantaged or handicapped should be set up only when they are in the best interest of the students.

The following sections describe some uses of Federal funds, types of services that may be provided, and types of cooperating agencies.

Uses of Federal Funds for Vocational Education

The Vocational Education Amendments of 1968 stipulate the use of Federal funds for the purpose of assisting the disadvantaged and the handicapped to succeed in vocational education programs. The statute reads as follows:

> Sec. 122 (a) Grants to States under this part may be used, in accordance with State plans approved pursuant to section 123, for the following purposes:
>
> [Disadvantaged]
> ...(c)(1) At least 25 per centum of that portion of each State's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph (4)(A) of subsection (a): Provided, That for any such fiscal year the amount used for such purpose shall not be less than 15 per centum of the total allotment of such funds for each State, except as any requirement under this paragraph may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirement imposes a hardship or is impractical in its application.
>
> [Handicapped]
> ...(c)(3) At least 10 per centum of each State's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, shall be used only for the purpose set forth in paragraph (4)(B) of subsection (a).

More simply stated, the law provides that set-aside Federal funds shall be expended to assist the disadvantaged and the handicapped to succeed in a vocational education program. These expenditures are separate from and do not include basic grant funds expended for a regular vocational education program. Only services over and above those provided in regular programs can be considered special services and may be paid for out of set-aside funds. For purposes of this accounting, the definition of disadvantaged and handicapped shall be the sole basis for identifying individuals.

If the school (or place of study) is used exclusively by students who have been identified or diagnosed as having a need for specialized staff, special educational materials or equipment, and supportive services to succeed in the regular vocational education program, the total school program may be funded from the disadvantaged and/or handicapped set-aside funds.[4/]

Certain expenditures for the disadvantaged and/or handicapped may not be spent from the vocational set-aside funds. For example, funds for the disadvantaged may not be spent to provide regular vocational education services and/or programs in economically depressed communities which did not have such programs available prior to the enactment of the Vocational Education Amendments of 1968. Similarly, food, lodging, and medical and dental services, while necessary for the well-being of individuals, are not allowable expenditures of Federal vocational education funds.

Types of Services That May Be Funded

The following list provides some examples of the types of services that may be funded under the Vocational Education Amendments of 1968.

Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community, and to support legislation. Allowable costs include:

Formation and servicing of the Advisory Committee for the Disadvantaged and the Advisory Committee for the Handicapped
Formation of and participation in State and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members who attend meetings

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4/ *Federal Register*, op. cit. Sec. 102.6(d), p. 7338.

Survey/evaluations--conducted by staff members or under contract, including:

Identification of disadvantaged or handicapped population and the geographical areas in which they are concentrated
Assessment of employment opportunities for disadvantaged/handicapped youth and adults
Assessment of effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for disadvantaged/handicapped persons
Identification of other agencies, organizations, or individuals concerned with the disadvantaged/handicapped and the extent to which they provide vocational education

Recruitment/promotional activities--designed to reach disadvantaged/handicapped persons and potential employers and to develop community participation and support, including:

Advertising through newspapers, television, and radio
Announcements through posters, flyers, brochures, and other visual media
Speaking engagements with community groups, including local chapters of social welfare organizations

Identification of disadvantaged and handicapped--needed to identify and classify specific problems of individual student, including:

Counseling services for students and/or their families (pay for time over regular duties can be provided)
Preparation of diagnostic and evaluation tools
Education testing to determine academic level, interest, and abilities
Vocational or work evaluation

Staff development--required to prepare teachers to work with disadvantaged and handicapped students, including:

Teacher training programs, including preservice and inservice training
Travel costs and salaries of faculty members who attend seminars, conferences, workshops, and special institutes

Modifications of schedules--needed to provide additional time for faculty to assist students identified as disadvantaged/handicapped. Additional faculty time and related expenses may be required when any of the following situations occur:

Extension of school day, week, or year
Addition of another semester
Instruction on an individual basis
Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress

Modifications of curriculums--required to enable individual students to continue in regular vocational education program by assisting them to compensate for their disadvantagement or handicaps, including:

Allocation of additional time to develop skill
Specially designed workbooks or textbooks
Analysis of tasks within occupations to identify possible modification in instruction, equipment, or methods

Development of curriculums--required to provide students with a specially designed program to suit their individual needs, including:

Research, experimental, and demonstration projects
Contracts with consultants, specialists, or teachers
Salaries of teaching staff and curriculum specialists
Individualized learning packages
Orientation programs to develop social skills, attitudes, and consumer education
Orientation programs to observe various occupations
Special supplies and instructional materials

Modification of equipment for the handicapped

For the visually handicapped:	Instruction in Braille Large-print materials Signals keyed to hearing rather than sight Special safety devices, such as guard-rails around moving parts of a machine
For the deaf and hard of hearing:	Printed rather than verbal instructions Signals keyed to sight rather than hearing Sound-amplification devices
For the orthopedically handicapped:	Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls Special desks and worktables for students in wheelchairs Ramps for students who cannot use stairs
For the mentally retarded:	Simplified equipment Simplified instruction guides and manuals
For those with cardiac and other physical impairments:	Additional facilities for restrooms Handrails in washrooms and in corridors

Supplemental educational services[5]--designed to assist students in regular or special vocational programs, including:

Psychological services to test, diagnose, and evaluate emotional and mental problems
Guidance and counseling services, including referral and followup services
Job placement services, including job finding and employment followup
Tutorial services
Transportation services, in addition to those provided regular students
Family counseling services related to vocational program of student
Special services for the disadvantaged, such as bilingual instruction and bicultural orientation
Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist the physically handicapped

Facilities--required for reaching and teaching disadvantaged/handicapped students, including:

Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units
Rental of nonpublic space to serve as classrooms in locations more accessible to the students
Contracts with private nonprofit schools which can provide programs and services which are not available in the public schools[6]

Cooperation with business community--required to enlist support of goals of vocational education for the disadvantaged and handicapped through job offers, teacher training and upgrading of skills. The following costs are allowable:

Additional staff to coordinate, supervise, and guide work-experience or work-study programs
Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills

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5/ Some of these supplemental services are available for handicapped persons through various other public agencies. These sources should be used whenever possible.

6/ *Federal Register*, op. cit. Sec. 102.66, p. 7347, and sec. 102.79, p. 7348.

Cooperation With Other Agencies and Organizations

Some services and programs for the disadvantaged and handicapped may be available through other Federal, State, or local public and private organizations. The *Federal Register*[7] specially requires that the State provide cooperative arrangements with the public employment service system; with State agencies responsible for the education of the handicapped; with other agencies, organizations, and institutions; and with other States. Because of limitations of funds, resources, and qualified staff, the most economic and efficient means of overcoming disadvantaged and handicapped conditions is through the cooperative efforts of all agencies involved. The restrictions placed by Federal legislation on the use of vocational education funds are frequently less constraining if opportunities for cooperation with other agencies are energetically pursued and utilized. Other agencies and organizations may be able to provide the technical and financial resources which may enable the formerly disadvantaged or handicapped student to succeed in a regular vocational education program.

Disadvantaged: The following list provides examples of the types of organizations and agencies that vocational education administrators may contact in order to coordinate programs and services for the disadvantaged:

Federal agencies (State and local offices)

- Vocational Rehabilitation Agency
- Bureau of Indian Affairs
- Immigration and Naturalization Services
- Social Security Administration
- Veterans Administration
- Employment Services
- Manpower Development and Training Administration
- Model Cities
- JOBS--National Alliance of Businessmen
- Job Corps
- Neighborhood Youth Corps
- Community Action Program

Local community (public and private)

- Compensatory education--ESEA title I programs
- Adult basic education programs
- Parent-teacher associations
- Private nonprofit schools
- Library services programs
- Migrant programs
- Bilingual programs
- Dropout prevention programs

Institutions for the neglected and delinquent

- Correctional institutions
- Reform schools
- Orphanages
- Foster homes
- Halfway houses

7/ *Federal Register*, op. cit. Sec. 102.40--Cooperative Arrangement, p. 7342.

Business/industrial community

Employers
Private employment agencies
Trade/labor unions

Special-interest groups

National Association for the Advancement of Colored People
Congress of Racial Equality
Urban League
League of United Latin American Citizens
American GI Forum
Opportunities Industrialization Center
Services Employment Redevelopment
Association of Mexican American Educators
Indian Tribal Councils
American Indian Education Association
Other social or welfare agencies, such as church, Jewish Community Center, YMCA, YWCA

Handicapped: In addition to many of the above organizations and agencies, the following list provides examples of the types of groups that may be contacted to increase coordination of programs and services for the handicapped:

State agencies (local offices)

Governor's Committee for Employment of the Handicapped
Department of welfare
Mental health agency
Public health agency
State agency for the blind
State agency for the deaf
Family service agency

Private nonprofit organizations

Mental health associations
Mental retardation associations
Associations for the blind
Associations for the deaf
Crippled Childrens Society
Veterans' groups
Goodwill Industries

Citizens organizations

Civic organizations such as Kiwanis, Lions, Rotary, Elks
Parents' organizations for specific handicapped groups
Health professionals, such as physicians, psychologists, nurses

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 15-percent set-aside funds for the disadvantaged, an individual shall fulfill one of the following conditions:

* *He is excluded from a regular vocational program because of the effects of a disadvantagement, or*
* *He shows evidence of being unable to succeed in a regular vocational program because of the effects of a disadvantagement.*

For the individual to qualify for these funds, the effects of the disadvantagement must be identified by qualified professionals, such as teachers, counselors, and social workers.

The categories of disadvantages have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and analyzing the effectiveness of vocational education programs and supportive services provided for the disadvantaged. The statements following each category are provided as examples of the types of disadvantagements in that category. Every effort should be made to identify an individual in one of the three main categories and to use category 4.0 (other) sparingly.

1.0 ACADEMICALLY DISADVANTAGED

These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

1.1 LANGUAGE (SPEAKING/COMPREHENSION) DEFICIENCY

Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced. They may have one or more of the following characteristics:

Poor speech and/or limited formal English vocabulary
Inability to use the formal language effectively in school
Serious language difficulties in any language

1.1.1 ENGLISH IS SECONDARY LANGUAGE

Persons whose language deficiency can be remedied by instruction in English as a foreign language

1.1.2 ENGLISH IS PRIMARY LANGUAGE

Persons whose language deficiency can be remedied by programs designed to increase language proficiency

1.2 READING AND/OR WRITING DEFICIENCY

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. They may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary
Inability to write or communicate in writing

1.2.1 ENGLISH IS SECONDARY LANGUAGE

Persons whose reading/writing deficiency can be treated by instruction in English as a foreign language or by programs designed to achieve proficiency

1.2.2 ENGLISH IS PRIMARY LANGUAGE

Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency

1.3 COMPUTATIONAL DEFICIENCY

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. They may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

1.4 GENERAL EDUCATIONAL DEFICIENCY

Individuals in this group have general educational deficiencies which are principally responsible for their inability to succeed. They may have one or more characteristics or conditions, such as the following:

Low achievement scores
Poor attendance records
School dropout
Potential school dropout
Unawareness of educational procedures and/or opportunities
Lack of parental support and guidance because of parents' lack of education

2.0 SOCIOECONOMIC EFFECTS ON BEHAVIOR

These individuals, because of their background or experience, have developed attitudes which result in behavior that severely limits their ability to perform successfully in a vocational education program.

2.1 HOSTILE OR DEFIANT BEHAVIOR

Individuals in this group exhibit excessive aggressive, anti-social, or disruptive behavior. They may have one or more characteristics, such as the following:

- Significant incidence of involvement with the criminal justice system
- Defiance of rules and regulations
- Persistence in trying to dominate the scene
- Withdrawal from normal social intercourse
- Unrestrained behavior
- Socially assertive and unconventional behavior
- Disruptiveness in school

2.2 PASSIVE OR APATHETIC BEHAVIOR

Individuals in this group exhibit unusual lack of participation in and response to learning opportunities. They may have one or more characteristics or conditions, such as the following:

- No interest in learning or in schoolwork
- Negative attitude toward learning
- Discouragement in schoolwork
- Poor attendance records
- Lack of personal motivation, indifference
- Potential school dropout
- Persistent truancy from home and school
- Poor relationship with others
- Very poor or negative self-image
- Oversensitivity to constructive criticism
- Lack of experience with successful examples of his own ethnic group
- Underachievement
- Other identified disadvantagements, such as poor nutrition, broken home, out-of-wedlock pregnancies, or underemployment

3.0 ECONOMICALLY DISADVANTAGED

Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and countermeasures may require joint efforts with welfare and other social agency personnel. Persons in this category may have one or more characteristics, such as the following:

Geographical isolation
Needs economic assistance to enter or stay in school
Unemployment or underemployment

4.0 OTHER REMEDIABLE EFFECTS (SPECIFY)

This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantagement should be specified.

Groups of Individuals Most Apt To Show Effects of Disadvantagement

The only basis for identifying a student as disadvantaged is his inability to succeed in a regular vocational education program. Further, he should be identified as an individual who cannot succeed rather than as a member of a "disadvantaged" group. With these criteria in mind, the following groups are listed only as guidance for those who have to identify the individuals who are most likely to have some effects of disadvantagement:

Persons, including veterans, with poor educational background
Semiskilled and unskilled workers receiving less than poverty level incomes
Persons in correctional institutions or in institutions for neglected children
Members of ethnic minority groups which have been discriminated against
Persons who lack motivation for obtaining an education or a job skill because of a combination of environmental, cultural, and historical factors
Persons who are dependent upon social services to meet their basic needs
Unwed teenage parents

Disadvantaged persons may also be identified as being residents of certain areas which have been identified as "target" areas. Areas which may be expected to have a high percentage of disadvantaged individuals include the following:

Economically depressed communities (low-income areas)
Areas of high youth unemployment
Areas of high rates of school dropouts
City ghettos
Public housing developments
Urban renewal areas
Model cities neighborhoods
Rural poverty areas
Mexican-American barrios
Puerto Rican enclaves
American Indian reservations
Migrant streams

Cause-Characteristics of the Disadvantaged

In formulating the classification system for the disadvantaged, special care was taken to keep the cause of a disadvantagement distinct from its effect in an educational context. However, it is important to Federal, State, and local educational planners to know the causes of the disadvantagement handicaps, as well as the effects which can be treated in the vocational education structure.

The statistical linkages provided through the cause-characteristics should enable vocational education planners at all levels of government to use their judgment in formulating programs that can meet social objectives beyond the vocational education context. For example, knowing the number and ages of individuals in non-English-speaking homes from the 1970 Census, a vocational planner can be guided to exercise leadership in initiating English literacy projects in non-English-speaking residential areas or, if reports show English as the primary home language, to question the extensive use of vocational education funds for remedial English purposes.

The categories of cause-characteristics have been selected to describe attributes of all except the most unusual disadvantaged student, and to provide statistical data linkages that quantify the particular student population of interest. There is one exception to the latter criterion: No commonly accepted measures of "geographic-transportation isolation" exist. In addition, the categories are not mutually exclusive. A vocational education student failing to succeed could trace his disadvantagement to causes stemming from being an American Indian, on welfare, from a non-English language background, a former high school dropout, and residing in an isolated area.

In reporting on the disadvantaged, all of the cause-characteristics, as far as they are known by the teacher or counselor, should be identified for each individual being reported. By so doing, the hard-to-reach and the hard-to-teach groups which have been of special concern to Congress and to the National Advisory Council on Vocational Education will be identified. These categories are also important to various special-interest groups. Letter-and-number combinations have been assigned each category of cause-characteristics to distinguish them from the numerical system used for classifying the categories of the effects of disadvantagement.

A. *Non-English language background*

Students in this group come from home environments in which English is not the common language of communication.

A1	Spanish	A4	French
A2	American Indian	A5	Oriental
A3	Eskimo	A6	Other (specify)

B. *Low-income family*

B1 On welfare

The family or the person is dependent on social agencies for economic assistance.

B2 Not on welfare

Income of family or person is inadequate for basic needs and presents major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels (adjusted for family size) used by the Bureau of the Census—"General Social and Economic Characteristics," tables 58, 90, and 107.

C. *Dropouts*

C1 Actual

Persons who left school for any reason (other than death) before graduating or completing a program of study and without transferring to another school.

C2 Potential

Persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school.

D. *Migrant worker family*

A migratory worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food-processing activities or other seasonal employment.

E. *Dependent, neglected, uncared-for, and/or delinquent youth*

E1 Dependent youth

Youth who have lost their homes through death of parents or guardians.

E2 Neglected youth

Youth who have been abused by parent, guardian, or society in general, as determined by the court.

E3 Uncared-for youth

Youth who are being abused by parent, guardian, or society in general, in which the court has not been involved.

E4 Delinquent youth

Youth who have been declared delinquent by a court of appropriate jurisdiction.

F. *Racial/ethnic groups*

F1 Negro/black

F2 American Indian

F3 Spanish surnamed

F4 Oriental

F5 Other (specify)

G. *Adults* (persons beyond the age of compulsory school attendance)

G1 Functional illiterates

Persons who have limited ability in communication and computational skills which prevents them from obtaining stable and adequate paid employment.

G2 Unemployed/underemployed

The unemployed are those who are not working but are looking for a job. The underemployed are those who are working less than full time at a job and wanting to work more.

G3 Offenders

Persons who are committed to or on release-status from a correctional institution.

H. *Geographic-transportation isolated*

Persons who have severely restricted access to transportation resources and/or who have cultural traditions which militate against the use of modern or innovative technology and inhibit personal and occupational mobility.

H1 Rural isolation

Persons in sparsely settled areas which are inadequately served by highways or public transportation. They may have a tradition of subsistence in a noncash economy. There is little access to cultural opportunities.

H2 Urban isolation

Persons in heavily populated areas whose mobility is restricted by social pressures or personal fears. Public transportation within their ability to pay is generally inadequate.

I. *Other cause-characteristics* (specify)

CLASSIFICATION SYSTEM FOR THE HANDICAPPED

The classification system for the handicapped is designed to include all persons with a physical or mental handicap who cannot or are not succeeding in a regular vocational education program. To assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 10-percent set-aside funds for the handicapped, an individual should fulfill the following conditions:

(1) He meets the criteria for classification as handicapped which have been established by the State Educational Agency for the categories included in the definition in the Vocational Education Amendments of 1968.

(2) He is diagnosed and classified by qualified professional persons.

(3) He is unable, because of his handicapping condition, to succeed in vocational programs designed for persons without such handicaps.

The categories of handicaps have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and evaluating the effectiveness of vocational education programs and supportive services provided for the handicapped. The statements following each category are provided as examples of the types of handicaps in that category.

1.0 MENTALLY RETARDED

Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

Criteria for inclusion in these categories require professional diagnosis in which conditions, such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, are ruled out as the primary cause of lack of ability to succeed.

1.1 EDUCABLE RETARDED

Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally to about the sixth-grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

1.2 TRAINABLE RETARDED

Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the educable retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

2.0 LEARNING DISABILITY

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, speaking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental asphasia, etc. This category does not include learning problems which are primarily caused by visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

3.0 SERIOUSLY EMOTIONALLY DISTURBED

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

4.0 ORTHOPEDICALLY HANDICAPPED (CRIPPLED)

These individuals are limited in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuromuscular impairment.

5.0 VISUALLY HANDICAPPED

These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for the diagnosis and classification of visual disabilities.

5.1 PARTIALLY SIGHTED

Using the criteria specified by the State, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials, and/or facilities if they are to be able to succeed in the vocational program.

5.2 BLIND

State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individual must depend, to a large extent, on his sense of touch and hearing rather than on his sense of sight.

6.0 HEARING IMPAIRED

Individuals in this group have a sense of hearing inadequate for success in learning situations. State laws and regulations establish the criteria for the diagnosis and classification of hearing disabilities.

6.1 HARD OF HEARING

The individual can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid, or lipreading along with a hearing aid, to supplement his own hearing.

6.2 DEAF

Even with the amplification of sound provided by a hearing aid, the individual is unable to hear and recognize all speech sounds.

7.0 SPEECH IMPAIRED

These individuals have speech patterns that differ noticeably from the normal. Speech disorders may be articulatory, vocal, stuttering, or derive from delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

8.0 OTHER HEALTH IMPAIRMENT

This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other chronic conditions.

9.0 MULTIHANDICAPPED

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning programs or program modification.

SAMPLE TABLE FORMATS FOR TABULATING INFORMATION ON THE DISADVANTAGED AND THE HANDICAPPED

The six sample tables in this section show methods of presenting statistical information on the disadvantaged and the handicapped based on the classification systems provided in this guide. These tables illustrate the type of data which the States may find essential to implement the disadvantaged and handicapped provisions of the Vocational Education Amendments of 1968. Each State may wish to adapt these tables to satisfy its own needs. Information collected for these tables should be generated by each teacher and/or counselor at the school level, then combined to represent the school, the school district, and city/metropolitan area, and the State.

Sample tables 1, 2, 3, and 4 are concerned with enrollment of students and other pertinent information. Sample tables 5 and 6 are concerned with types of services provided, personnel involved, students served, and costs of providing these services and personnel.

SAMPLE TABLE 1. -- ENROLLMENT OF VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY CAUSE-CHARACTERISTICS AND BY REMEDIABLE EFFECTS OF DISADVANTAGEMENT

STATE_____
DATE_____

CAUSE-CHARACTERISTICS	TOTAL 1/	REMEDIABLE EFFECTS OF DISADVANTAGEMENT									
		ACADEMIC						SOCIOECONOMIC			
		SPEAK/COMPREHEND		READ/WRITE							
		ENGLISH SECONDARY LANGUAGE 1.1.1	ENGLISH PRIMARY LANGUAGE 1.1.2	ENGLISH SECONDARY LANGUAGE 1.2.1	ENGLISH PRIMARY LANGUAGE 1.2.2	COMPU-TATION 1.3	GENERAL ED DEFI-CIENCY 1.4	HOSTILE 2.1	PASSIVE 2.2	ECO-NOMIC 3.0	OTHER (SPECI-FY) 4.0
TOTAL 1/											
A NON-ENGLISH LANGUAGE BACKGROUND.....											
A1 SPANISH.....											
A2 AMERICAN INDIAN..											
A3 ESKIMO.....											
A4 FRENCH.....											
A5 ORIENTAL.....											
A6 OTHER (SPECIFY)..											
B LOW-INCOME FAMILY...											
B1 ON WELFARE.....											
B2 NOT ON WELFARE...											
C DROPOUTS.....											
C1 ACTUAL.....											
C2 POTENTIAL.....											
D MIGRANT WORKER FAMILY											
E DEPENDENT/NEGLECTED/ DELINQUENT YOUTH...											
E1 DEPENDENT.....											
E2 NEGLECTED.....											
E3 UNCARED-FOR.....											
E4 DELINQUENT.....											
F RACIAL/ETHNIC GROUP.											
F1 NEGRO/BLACK.....											
F2 AMERICAN INDIAN..											
F3 SPANISH SURNAMED.											
F4 ORIENTAL.....											
F5 OTHER (SPECIFY)..											
G ADULTS											
G1 ILLITERATES.....											
G2 UNEMPLOYED/UNDER-EMPLOYED.....											
G3 OFFENDERS.....											
H GEOGRAPHIC-TRANSPOR-TATION ISOLATED....											
H1 RURAL ISOLATION..											
H2 URBAN ISOLATION..											
I OTHER (SPECIFY).....											

1/ DETAIL MAY EXCEED TOTAL ENROLLMENT BECAUSE SOME STUDENTS FALL INTO MORE THAN ONE CATEGORY.

SAMPLE TABLE 2. -- ENROLLMENT OF VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY LEVEL AND TYPE OF PROGRAM AND BY CAUSE-CHARACTERISTICS OF DISADVANTAGEMENT

STATE_____
DATE_____

CAUSE-CHARACTERISTICS	TOTAL	PUBLIC AND PRIVATE SCHOOLS						STATE RESIDENTIAL SCHOOLS			STATE INSTITUTIONS			OTHER
		SECONDARY (7-12)		POSTSECONDARY		ADULT								
		REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	SECONDARY	POST-SECONDARY	ADULT	SECONDARY	POST-SECONDARY	ADULT	
TOTAL 1/														
A NON-ENGLISH LANGUAGE BACKGROUND..														
A1 SPANISH...														
A2 AMERICAN INDIAN...														
A3 ESKIMO....														
A4 FRENCH....														
A5 ORIENTAL..														
A6 OTHER (SPECIFY)														
B LOW-INCOME FAMILY.....														
B1 ON WELFARE														
B2 NOT ON WELFARE..														
C DROPOUTS.....														
C1 ACTUAL....														
C2 POTENTIAL.														
D MIGRANT WORKER FAMILY.....														
E DEPENDENT/ NEGLECTED/ DELINQUENT YOUTH.....														
E1 DEPENDENT														
E2 NEGLECTED														
E3 UNCARED FOR.....														
E4 DELINQUENT														
F RACIAL/ETHNIC GROUP.....														
F1 NEGRO/BLACK														
F2 AMERICAN INDIAN..														
F3 SPANISH SURNAMED														
F4 ORIENTAL.														
F5 OTHER (SPECIFY).														
G ADULTS.....														
G1 ILLITERATES														
G2 UNEMPLOYED/ UNDEREM-PLOYED...														
G3 OFFENDERS.														
H GEOGRAPHIC-TRANSPOR-TATION ISOLATED....														
H1 RURAL ISOLA-TION.....														
H2 URBAN ISOLA-TION.....														
I OTHER (SPECI-FY).....														

1/ DETAIL MAY EXCEED TOTAL ENROLLMENT BECAUSE SOME STUDENTS FALL INTO MORE THAN ONE CATEGORY.

SAMPLE TABLE 3. — ENROLLMENT OF HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION, BY DEMOGRAPHIC CHARACTERISTICS AND BY MAJOR CATEGORIES OF HANDICAP

STATE _____
DATE _____

MAJOR CATEGORIES OF HANDICAP	TOTAL 1/	DEMOGRAPHIC CHARACTERISTICS OF ENROLLEES												
		NON-ENGLISH LANGUAGE BACKGROUND			LOW-INCOME FAMILY		OUT-OF-SCHOOL YOUTH		RACIAL/ETHNIC GROUP			INADEQUATE TRANSPORTATION	
		SPANISH	AMERICAN INDIAN	OTHER	ON WELFARE	NOT ON WELFARE	DROPOUTS	HOMEBOUND 2/	NEGRO/ BLACK	AMERICAN INDIAN	SPANISH SURNAMED	RURAL	URBAN
TOTAL 1/													
1.0 MENTALLY RETARDED.....													
1.1 EDUCABLE RETARDED..													
1.2 TRAINABLE RETARDED.													
2.0 LEARNING DISABILITY.....													
3.0 SERIOUSLY EMOTIONALLY DISTURBED.....													
4.0 ORTHOPEDICALLY HANDICAPPED (CRIPPLED).....													
5.0 VISUALLY HANDICAPPED....													
5.1 PARTIALLY SIGHTED..													
5.2 BLIND.....													
6.0 HEARING IMPAIRED.....													
6.1 HARD OF HEARING....													
6.2 DEAF.....													
7.0 SPEECH IMPAIRED.....													
8.0 OTHER HEALTH IMPAIRED...													
9.0 MULTIHANDICAPPED													

1/ DETAIL MAY EXCEED TOTAL ENROLLMENT BECAUSE SOME STUDENTS FALL INTO MORE THAN ONE CATEGORY.

2/ AS SPECIFIED BY STATE REGULATION.

SAMPLE TABLE 4. — ENROLLMENT OF HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION, BY LEVEL AND TYPE OF PROGRAM AND BY MAJOR CATEGORY OF HANDICAP

STATE _____

DATE _____

MAJOR CATEGORIES OF HANDICAP	TOTAL	LEVEL AND TYPE OF PROGRAM												OTHER
		PUBLIC AND PRIVATE SCHOOLS						STATE RESIDENTIAL SCHOOLS			STATE INSTITUTIONS			
		SECONDARY (7-12)		POSTSECONDARY		ADULT								
		REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	SECONDARY	POST-SECONDARY	ADULT	SECONDARY	POST-SECONDARY	ADULT	
TOTAL 1/														
1.0 MENTALLY RETARDED.....														
1.1 EDUCABLE RETARDED..														
1.2 TRAINABLE RETARDED.														
2.0 LEARNING DISABILITY....														
3.0 SERIOUSLY EMOTIONALLY DISTURBED.....														
4.0 ORTHOPEDICALLY HANDICAPPED (CRIPPLED)....														
5.0 VISUALLY HANDICAPPED...														
5.1 PARTIALLY SIGHTED..														
5.2 BLIND.....														
6.0 HEARING IMPAIRED.....														
6.1 HARD OF HEARING....														
6.2 DEAF.....														
7.0 SPEECH IMPAIRED.....														
8.0 OTHER HEALTH IMPAIRED..														
9.0 MULTIHANDICAPPED														

1/ DETAIL MAY EXCEED TOTAL ENROLLMENT BECAUSE SOME STUDENTS FALL INTO MORE THAN ONE CATEGORY.

STATE_____
DATE_____

SAMPLE TABLE 5.-- SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICES

ENROLLMENT (UNDUPLICATED COUNT) SEC. 102(A)_____
PART B, SEC. 122(a)(4)(A)_____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
INSTRUCTIONAL SERVICES			
VOCATIONAL EDUCATION INSTRUCTORS (TOTAL)			
FULL TIME			
PART TIME			
BASIC EDUCATION TEACHERS (TOTAL)			
FULL TIME			
PART TIME			
READERS/INTERPRETERS (TOTAL)			
FOR BILINGUAL STUDENTS			
FOR BLIND STUDENTS			
FOR DEAF STUDENTS			
FOR OTHER STUDENTS (SPECIFY)			
REMEDIAL TEACHERS/THERAPISTS			
INSTRUCTIONAL AIDS/TUTORS			
INSTRUCTIONAL MATERIALS	XXXXXXXXXXXXXXXXXX		
EDUCATIONAL TESTING AND DIAGNOSIS			
EXTENDED SCHOOL DAY/WEEK/TERM			
FACULTY (EXTENDED OR OVERTIME)			
FACILITIES (ADDITIONAL COSTS)	XXXXXXXXXXXXXXXXX		
OTHER INSTRUCTIONAL SERVICES			
TOTAL COST	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	
SUPPORTIVE SERVICES			
GUIDANCE AND COUNSELING			
WORK PERFORMANCE EVALUATION/FOLLOWUP			
SOCIAL WORK & FAMILY INVOLVEMENT			
MOBILE UNITS (NO. OF UNITS_____)			
TRANSPORTATION			
FIELD TRIPS & OTHER SPECIAL ACTIVITIES			
OTHER SUPPORTIVE SERVICES			
TOTAL COST	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	
FACILITIES AND EQUIPMENT			
SPACE RENTAL OR PRORATED COSTS	XXXXXXXXXXXXXXXXXX		
MODIFICATION OF FACILITIES	XXXXXXXXXXXXXXXXXX		
VOCATIONAL PROGRAM EQUIPMENT	XXXXXXXXXXXXXXXXXX		
MODIFICATION OF EQUIPMENT	XXXXXXXXXXXXXXXXXX		
FACILITIES MAINTENANCE COSTS	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	
OTHER FACILITIES & EQUIPMENT	XXXXXXXXXXXXXXXXXX		
TOTAL COST	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	
RECRUITMENT & ENROLLMENT			
PROMOTIONAL MATERIAL, ADVERTISING, ETC	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	
IDENTIFICATION OF STUDENTS		XXXXXXXXXXXXXXXXXX	
DATA COLLECTION AND ANALYSIS		XXXXXXXXXXXXXXXXXX	
ENLISTING AND MAINTAINING COMMUNITY SUPPORT		XXXXXXXXXXXXXXXXXX	
OTHER RECRUITMENT & ENROLLMENT		XXXXXXXXXXXXXXXXXX	
TOTAL COST	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	

SAMPLE TABLE 5.— SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICES--CONT.

STATE_____
DATE_____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
JOB PLACEMENT & FOLLOWUP			
COMMUNITY & EMPLOYER SURVEYS.....			
LABOR UNION LIAISON.....			
ADDITIONAL STAFF.....			
OTHER JOB PLACEMENT & FOLLOWUP.....			
TOTAL COST.....	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	
INDIRECT COSTS ESSENTIAL TO PROGRAM			
ADMINISTRATION AND SUPERVISION (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
CURRICULUM DEVELOPMENT (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
CONSULTANTS (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
TEACHER TRAINING (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
OTHER INDIRECT COSTS.....		XXXXXXXXXXXXXXXXX	
TOTAL COST.....	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	
OTHER EXPENDITURES (ITEMIZE).....			
GRAND TOTAL COST.....	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	

STATE_____
DATE_____

SAMPLE TABLE 6. -- SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS HANDICAPPED, BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICES

ENROLLMENT (UNDUPLICATED COUNT) PART B_____
SEC. 122 (a)(4)(B)

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
INSTRUCTIONAL SERVICES			
VOCATIONAL EDUCATION INSTRUCTORS (TOTAL)			
FULL TIME			
PART TIME			
BASIC EDUCATION TEACHERS (TOTAL)			
FULL TIME			
PART TIME			
READERS/INTERPRETERS (TOTAL)			
FOR BILINGUAL STUDENTS			
FOR BLIND STUDENTS			
FOR DEAF STUDENTS			
FOR OTHER STUDENTS (SPECIFY)			
REMEDIAL TEACHERS/THERAPISTS			
INSTRUCTIONAL AIDS/TUTORS			
INSTRUCTIONAL MATERIALS	XXXXXXXXXXXXXXXXX		
EDUCATIONAL TESTING AND DIAGNOSIS			
EXTENDED SCHOOL DAY/WEEK/TERM			
FACULTY (EXTENDED OR OVERTIME)			
FACILITIES (ADDITIONAL COSTS)	XXXXXXXXXXXXXXXXX		
OTHER INSTRUCTIONAL SERVICES			
TOTAL COST	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	
SUPPORTIVE SERVICES			
GUIDANCE AND COUNSELING			
WORK PERFORMANCE EVALUATION/FOLLOWUP			
SOCIAL WORK & FAMILY INVOLVEMENT			
MOBILE UNITS (NO. OF UNITS____)			
TRANSPORTATION			
FIELD TRIPS & OTHER SPECIAL ACTIVITIES			
OTHER SUPPORTIVE SERVICES			
TOTAL COST	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	
FACILITIES AND EQUIPMENT			
SPACE RENTAL OR PRORATED COSTS	XXXXXXXXXXXXXXXXX		
MODIFICATION OF FACILITIES	XXXXXXXXXXXXXXXXX		
VOCATIONAL PROGRAM EQUIPMENT	XXXXXXXXXXXXXXXXX		
MODIFICATION OF EQUIPMENT	XXXXXXXXXXXXXXXXX		
FACILITIES MAINTENANCE COSTS	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	
OTHER FACILITIES & EQUIPMENT	XXXXXXXXXXXXXXXXX		
TOTAL COST	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	
RECRUITMENT & ENROLLMENT			
PROMOTIONAL MATERIAL, ADVERTISING, ETC.	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	
IDENTIFICATION OF STUDENTS		XXXXXXXXXXXXXXXXX	
DATA COLLECTION AND ANALYSIS		XXXXXXXXXXXXXXXXX	
ENLISTING AND MAINTAINING COMMUNITY SUPPORT		XXXXXXXXXXXXXXXXX	
OTHER RECRUITMENT & ENROLLMENT		XXXXXXXXXXXXXXXXX	
TOTAL COST	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	

SAMPLE TABLE 6.— SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS HANDICAPPED, BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICES--CONT.

STATE_____
DATE_____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
JOB PLACEMENT & FOLLOWUP			
COMMUNITY & EMPLOYER SURVEYS.....			
LABOR UNION LIAISON.....			
ADDITIONAL STAFF.....			
OTHER JOB PLACEMENT & FOLLOWUP.....			
TOTAL COST.....	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	
INDIRECT COSTS ESSENTIAL TO PROGRAM			
ADMINISTRATION AND SUPERVISION (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
CURRICULUM DEVELOPMENT (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
CONSULTANTS (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
TEACHER TRAINING (ITEMIZE).....		XXXXXXXXXXXXXXXXX	
OTHER INDIRECT COSTS.....		XXXXXXXXXXXXXXXXX	
TOTAL COST.....	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	
OTHER EXPENDITURES (ITEMIZE).....			
GRAND TOTAL COST.....	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	

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